



**SPECIAL REVIEW ASSESSMENT
(SRA)
HIGH SCHOOL PROFICIENCY
ASSESSMENT (HSPA)**

ADMINISTRATION MANUAL

2003–2004
School Year

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ADMINISTRATION MANUAL**

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INTRODUCTION

New Jersey Statute (N.J.S.A. 18A:7c-3) and Administrative Code (N.J.A.C. 6A:8-4.1) provide for an alternate assessment of students who have met all graduation requirements except for demonstrating proficiency in all content areas of the High School Proficiency Assessment (HSPA). The Special Review Assessment (SRA) process is the designated alternate assessment for the HSPA. The SRA provides students with the opportunity to show their proficiency of the HSPA knowledge and skills in a familiar setting.

The SRA is aligned to the HSPA test specifications to ensure that students who demonstrate proficiency through the SRA have demonstrated the same knowledge, skills and performance levels as students who are proficient on the HSPA itself. The process used for the development of the SRA is designed to ensure that the SRA is fair, reliable, and comparable for all eligible SRA candidates, including students from special populations.

ELIGIBILITY

High school students have three chances to demonstrate proficiency on the HSPA—the spring of their junior year, the fall of their senior year, and the spring of their senior year. For every administration of the HSPA, each school district receives Individual Student Reports (ISRs) for their students (Appendix A). These reports give specific information about proficiency results for each student who took the HSPA.

A student whose scaled score is below 200 (partially proficient) in one or more HSPA content areas (language arts literacy and/or mathematics) and is expected to complete all state and local graduation requirements in the twelfth grade (for a June or summer graduation) is eligible for the SRA process.

Similarly, high school students enrolled in special programs for “at risk,” non-classified students or other non-graded categories whose scaled score is below 200 (partially proficient) in one or more HSPA content areas may participate in the SRA process if they are expected to complete all state and local graduation requirements for a June or summer graduation when they reach twelfth-grade status.

Students receiving homebound instruction are also eligible for the SRA process as long as test security is maintained.

However, students who by the end of their senior year have not completed the SRA process nor scored proficient (200 or better) in all HSPA content areas may continue the SRA process as a regular, vocational, or alternative high school student (fifth-year student or retained twelfth grader) or as an adult high school student. If these students choose not to enroll in a regular, vocational, alternative, or adult high school, then they may not participate in the SRA process but may continue to take the HSPA as non-enrolled “returning students” at their high school.

QUICK REFERENCE

SRA	The SRA is an individually, locally administered, state-developed assessment. Each SRA question, known as a Performance Assessment Task (PAT), consists of one to five open-ended parts derived from a common stem. Each PAT is aligned to the HSPA content specifications by clusters. Reading and Writing are the two clusters for language arts literacy (LAL) while Number Sense, Spatial Sense, Data Analysis, and Patterns are the four clusters for mathematics.
SRA Process	The SRA process usually begins when school personnel receive Individual Student Reports (ISRs). School personnel review the ISRs to see if the student has demonstrated proficiency on the language arts literacy and/or on the mathematics sections of the HSPA. A partially proficient score in a HSPA content area qualifies the student for the SRA. However, before the student can take the SRA PATs, the student must participate in a school-designed SRA instructional program for that content area. Once the instructional program is completed, students may take the SRA PATs for that content area. Students may only take a SRA PAT once. If a student is not successful on a specific PAT, additional PATs may be administered until the student successfully completes the required number of PATs.
SRA PATs Selection	<p>SRA PATs* selection is based only on the results of the student's first HSPA administration. A partially proficient scaled score in either content area means the student must successfully complete two PATs for each cluster in the content area.</p> <p>Mathematics has four clusters. The student must successfully complete two SRA PATs in each cluster for a total of eight SRA mathematics PATs.</p> <p>Language arts literacy has two clusters. The student must successfully complete one persuasive reading PAT, one narrative reading PAT, and two writing PATs for a total of four SRA language arts literacy PATs.</p> <p>However, students who have achieved a perfect cluster score or missed the perfect cluster score by one point do not need to complete SRA PATs for that cluster.</p> <p>Once the student has successfully completed the SRA PATs as determined by the results of the student's first HSPA administration, the student is finished with the SRA process.</p> <p>*This year each cluster will have 20 PATs except for Number Sense which will have 19 PATs.</p>
SRA Other Student Populations	In accordance with the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB), all students with disabilities must participate in state assessments. If a student's Individualized Education Program (IEP) states that the student must demonstrate proficiency in one or both HSPA content areas, and the student does not, then the student may participate in the SRA process. Also, the

	<p>IEP team may exempt the student from subsequent HSPA administrations if taking the HSPA again would be detrimental to the student. (N.J.A.C. 6A:14-4.11[a] 4). However, if the student’s IEP states that the student is exempt from taking the HSPA or exempt from passing the HSPA, the student should not be placed in the SRA process.</p> <p>English Language Learners (ELLs), formerly LEP, may demonstrate proficiency in required HSPA content areas through completion of the SRA process in their native language, and/or in English with appropriate accommodations. If ELLs take SRA PATs in their native language, then they must also meet the English fluency standard of 530 on the Maculaitis (MAC) II.</p>
SRA Scoring	<p>SRA PATs for LAL reading and mathematics are scored by item-specific rubrics. The New Jersey Registered Holistic Scoring Rubric is used to score the SRA PATs for LAL writing.</p> <p>For language arts literacy, the proficient score for reading is a mean score of 3 on each PAT which means that the two SRA panel members each scored the student’s response a 3 or better. The proficient score for writing is a summed score of 7 or better on each PAT.</p> <p>For mathematics, the proficient score is a mean score of 2 on each PAT which means that the two SRA panel members each scored the student’s response a 2 or better.</p> <p>If the two SRA panel members’ scores disagree by more than one point, a third content-certified panel member must score the response. The new PAT score is derived by taking the mean of (for reading and mathematics) or summing (for writing) the two highest contiguous scores. If no two of the three scores are in agreement, the student must complete another PAT.</p>

SRA INSTRUCTIONAL PROGRAM

Please note that the New Jersey Department of Education strongly discourages the use of the SRA PATs as instructional material.

The SRA Instructional Program should provide students with academic instruction in HSPA content areas where students’ scaled score was below 200 (partially proficient). School district staff are encouraged to use a variety of approaches as they design and implement the instructional component of the SRA process. However, the department strongly discourages using the SRA PATs as “trial balloons” to gauge whether a student will be successful. Before administering the SRA PATs, the instructional materials should provide the school staff with insight as to whether or not the student will be successful.

Sample SRA PATs and sample assessments for the HSPA are available on New Jersey Professional Education Port (NJPEP) website (<http://www.njpep.org>). Similarly, the *Directory of Test Specifications and Sample Items for the Elementary School Proficiency Assessment (ESPA)*,

Grade Eight Proficiency Assessment (GEPA), and High School Proficiency Assessment (HSPA) in Language Arts Literacy, and the Directory of Test Specifications and Sample Items for the Grade Eight Proficiency Assessment (GEPA) and the High School Proficiency Assessment (HSPA) in Mathematics are also excellent reference materials for content cluster knowledge and skills information. Additionally, the *New Jersey Language Arts Curriculum Framework* and the *New Jersey Mathematics Curriculum Framework* illustrate the teaching of particular concepts that are inherent in each of the New Jersey Core Curriculum Content Standards. Copies of these publications may be obtained by calling the Office of Publication and Distribution Services, New Jersey Department of Education at (609) 984-0905.

FORMING THE SRA PANEL

Two district-appointed SRA panels (i.e., one in language arts literacy (LAL) and one in mathematics) oversee the SRA process for each student who is partially proficient in LAL and/or is partially proficient in mathematics. SRA panels are comprised of a minimum of two teachers certified in that HSPA content area. The SRA LAL panel must include secondary certified English teachers. Reading certified teachers may also be members of the SRA LAL panel but they may only score the SRA PATs in reading unless they have been trained by the department as holistic scorers. The SRA mathematics panel must include secondary certified mathematics teachers. A third content certified teacher may be added to the panel when a third reader is required because the SRA PAT scores are not in agreement.

In addition to the content-area-certified teachers, ESL/Bilingual staff must also be included on the panel for all native language SRA-related decisions or if ELLs are completing the SRA in English.

The SRA panel responsibilities include:

- identifying the content area in which the student is partially proficient;
- selecting the SRA PATs to be administered to individual students;
- administering the SRA PAT (**Teachers need not be certified in the content area to administer the PAT, but only teachers may administer SRA PATs.**);
- scoring students' responses to the SRA PATs;
- tracking students' progress; and
- completing the SRA student profiles.

SELECTING THE SRA PERFORMANCE ASSESSMENT TASKS (PATs)

An Individual Student Report (ISR) summarizes the student's HSPA results by content areas. SRA PAT selection is based **only** on the results of the student's first HSPA administration. In content areas where the student is partially proficient (scaled score below 200), the student will have to complete successfully two SRA PATs in each content area cluster. **A student who has achieved a perfect cluster score or missed the perfect cluster score by one point does not need to complete SRA PATs for that cluster.**

For mathematics, a student must successfully complete two PATs in each cluster for a total of eight SRA mathematics PATs. To the extent possible, the PATs should be chosen from among

the macros for that cluster. For example, the SRA panel should choose one PAT from Macro A and one PAT from Macro B for the Number Sense, Concepts and Applications cluster.

For language arts literacy, a student must successfully complete one persuasive reading PAT, one narrative reading PAT, and two writing PATs for a total of four SRA language arts literacy PATs.

Once the student has successfully completed the SRA PATs, as determined by the results of the student's first HSPA administration, the student is finished with the SRA process.

ADMINISTERING SRA PERFORMANCE ASSESSMENT TASKS (PATs)

SRA PATs are secure materials. They must be kept in a secure location and must be administered to students under secure conditions. SRA PATs are not to be used as “trial balloons” to gauge whether a student will be successful.

A student may only take a SRA PAT once. If a student is not successful on a specific PAT, additional PATs may be administered until the student successfully completes the required number of PATs. If the student is not successful on any of the available PATs, then the district/school SRA coordinator should call the New Jersey Department of Education, Office of Evaluation and Assessment for further options (Appendix B).

Most SRA PATs can be completed in a single untimed session. However, if it is not possible for a student to complete a PAT in one session, the PAT may be broken into separate and distinct parts and given to the student in multiple sessions. For example, the narrative passage might be given to the student on the first day. The student would be allowed to read the passage and make marginal notes or underline parts at this first session. At the end of the session, the passage and any student notes should be collected and returned to the school SRA coordinator. The next day, the student would be given both the passage and the questions. Upon completion of the answers to the questions, the total package would be collected and processed for scoring. Under no circumstances may PATs and/or students' notes leave the room during administration. Also, students must be proctored at all times while working on the PATs.

Only the PAT that a student is scheduled to take should be released to the teacher who is administering the SRA. Both the copy of the PAT and the student's response must be returned to the SRA coordinator as soon as the student has completed the task. At no time should a copy of the SRA PAT be kept with the student's response nor should the student be allowed to copy the PAT onto their answer paper.

Only the school or district SRA coordinator is permitted to maintain the complete set of PATs and to make copies of the PATs for individual student use; any unauthorized duplication of the SRA PATs will have serious consequences for the school district. The school or district SRA coordinator uses the HSPA SRA PAT Record of Copies form (Appendix C) to track and account for each copy of the SRA PATs. This form is kept on file with other district documentation for a period of one year.

Upon completion of all SRA assessments for the school year, the district must destroy the original set of SRA PATs and all copies. While the New Jersey Department of Education may provide periodic reminders to this effect, the superintendent is responsible for assuring that these materials are disposed of securely each year.

SCORING STUDENT RESPONSES

Scoring rubrics provide the criteria for evaluating and scoring student performance. The New Jersey Registered Holistic Scoring Rubric (Appendix D) is used to score the SRA PATs for writing. Item-specific rubrics which are individual scoring guides are supplied for each SRA PAT for reading and for mathematics.

Two content-certified language arts literacy panel members must independently score each SRA PAT. The two independent ratings must be equal (agreeing) or within one point of each other (contiguous/adjacent). The final score for the reading PAT is the mean score of the two independent scores. The final score for the writing PAT is the summed score of the two independent scores. Reading proficient score is a mean score of 3 on each PAT which means that the two SRA panel members each scored the student's response a 3 or better. Writing proficient score is a summed score of 7 or better on each PAT.

Two content-certified mathematics panel members must independently score each SRA PAT. The two independent ratings must be equal (agreeing) or within one point of each other (contiguous/adjacent). The final score for the mathematics PAT is the mean score of the two independent scores. Mathematics proficient score is a mean score of 2 on each PAT which means that the two SRA panel members each scored the student's response a 2 or better.

However, if the two SRA panel members' scores disagree by more than one point, a third content-certified panel member must score the response. The new PAT score is derived by taking the mean of (for reading and mathematics) or summing (for writing) the two highest contiguous scores. If no two of the three scores are in agreement, the student must complete another PAT.

Scoring Student Responses in a Language Other than English

For SRA LAL PATs, students' responses in their native language may be scored without being translated into English in one of the following ways, listed by order of preference:

1. by certificated world language teachers from within the district or other New Jersey districts;
2. by certificated ESL teachers who are fluent in the native language;
3. by certificated bilingual teachers who are fluent in the native language;
4. by faculty from four-year colleges and universities or community colleges if they agree to be trained as holistic scorers; and
5. by community members who are not related to the student if they have a four-year college degree and agree to be trained as holistic scorers.

For SRA mathematics PATs, students' responses in their native language can only be scored by two independent certificated secondary mathematics teachers. If the certificated secondary mathematics teachers are not fluent in the native language, certificated world language teachers, certificated ESL teachers or certificated bilingual teachers may orally translate the student responses for the SRA panel members. The teacher involved in the oral translation will be considered a non-scoring member of the SRA Mathematics Panel and should be indicated as such on the HSPA SRA Student Profile Form (Appendix E).

Each student's scoring history should be recorded on the HSPA SRA Student Response Tracking Sheet (Appendix F) which is available on the department's and NJPEP's websites. The Student Response Tracking Sheet is a record of an individual student's successful completion of the SRA process. A separate sheet should be completed for each content area. The completed Student Response Tracking Sheet is attached to the district's copy of the forms sent to the county office of education and to the student's responses to the PATs. This packet for each student in the SRA process must be maintained in the district for a period of one year. After the one year period, the district should destroy the student's responses to the PATs but retain the HSPA SRA Student Profile Form and the Student Response Tracking Sheet in the official permanent record.

PREPARING STUDENT PROFILES

The HSPA SRA Student Profile Form which is also available on the department's and NJPEP's websites documents the student's proficiency in the required clusters for all content areas in which the student completed an SRA. The Student Profile Form along with the student's ISRs from each HSPA administration must be submitted to the county office for each student who completes the SRA process. On the form, list the date the PAT was administered, the item number for each PAT successfully completed, the language of the PAT if other than English, and the individual score for each PAT the student successfully completed.

The SRA Panel Member Recommendations section is where the SRA Panel members affirm that the student has demonstrated proficiency of the required HSPA clusters.

SUBMITTING COMPLETED PROFILES TO THE COUNTY OFFICE

Only Student Profile Forms for successful SRA students along with copies of their ISRs for each HSPA administration and a signed HSPA SRA School Summary Form (Appendix G) attached to the top of the student profiles must be submitted to the office of the county superintendent no later than **March 31 of each year** (N.J.A.C. 6A:8-5-1[f]1). (Appendices C and F remain in the school district.) The School Summary Form lists information about all of the students for whom a profile is being submitted. This form should be completed for each school building submitting SRA student profiles. The School Summary Form also contains the signature section for the school principal and the district superintendent. This form is also available on the department's and NJPEP's websites.

END OF YEAR SRA

An end of year SRA is an SRA for students whose SRA profile would not be submitted to the county office of education by the March 31 deadline because of extenuating circumstances. Approval for end of year SRAs must be obtained by the school district from the office of the county superintendent before the March 31 submission deadline. **Unexcused absences or a student's failure to cooperate with the SRA process in a timely manner are not valid reasons for an end of year SRA.**

The following students *automatically* qualify for an end of year SRA:

- seniors who transfer in from out-of-state or non-public schools after the October HSPA administration;
- seniors who were seriously ill or disabled during prior HSPA administrations; and
- Special Education students who were previously exempt from taking or exempt from passing the HSPA and who are now declassified in their senior year.

An end of year SRA may also be granted by the county superintendent to students who took the HSPA prior to the March test administration of their senior year but were unable to complete the SRA. The following students may qualify for an end of year SRA with the written permission of the county superintendent:

- seniors who went off roll from a New Jersey public high school prior to the SRA submission deadline and were subsequently readmitted after the SRA submission deadline;
- seniors who were ill or disabled for an extended time prior to the SRA submission deadline; and
- seniors who would not be certified by the district prior to the SRA submission deadline due to extenuating circumstances.

Districts are responsible for notifying the county office in writing of all potential end of year SRA cases as they arise, preferably before the March 31 submission deadline. Notification should include the student's name, reason for the end of year SRA, and the district's graduation date. All end of year SRA student profiles must be submitted to the county office no later than five working days after the district receives the March HSPA score reports in early June. The county superintendent's office will make every effort to expedite the review of all end of year SRA student profiles but cannot guarantee that the review and notification process will be completed prior to the commencement exercise.

Seniors who have not passed all sections of the HSPA or successfully completed the SRA process and who anticipate a summer graduation may qualify for an end of year SRA. Districts are responsible for notifying the county superintendent in writing of all potential end of year

SRA cases no later than ten working days after the district receives the March HSPA score reports in early June. Notification should include the student's name, reason for the end of year SRA, and the district's summer school closing date. All end of year SRA student profiles must be submitted to the county superintendent no later than five working days after the district's summer school closing date.

SUMMER SRA

The summer SRA process is for those school districts who wish to begin the SRA instructional program in the summer between the student's junior and senior year. However, the county office will not review the summer SRA student profiles until after the March 31 submission deadline of the student's senior year.

MEETING THE STATE'S GRADUATION ASSESSMENT REQUIREMENT

All SRA students must continue to take the HSPA each time it is administered, including March of their senior year. This requirement serves to underscore the HSPA as the primary means to demonstrate proficiency in the language arts literacy and mathematics content areas.

SRA candidates meet the graduation assessment requirement only when the district receives written approval from the county superintendent. Although all districts in New Jersey have adopted a combination of state and local graduation requirements, the decision on whether a student graduates is made by the local school district, pursuant to law and rule. The state's role is to ensure that the rights of all students are protected according to relevant statute and code. The district superintendent and the high school principal are required to verify that each student's performance on the SRA PAT meets or exceeds the proficiency level of the state's graduation assessment. The county superintendent reviews the SRA student profiles to ensure that each local district implementation of the SRA process is in compliance.

SRA ONSITE VERIFICATION

Each year the New Jersey Department of Education will select districts for onsite verification visits to confirm that the school district is following the SRA process. Districts will be notified prior to the onsite verification.

The onsite team will review a random sampling of students' actual responses to HSPA SRA PATs, the scoring of those PATs, SRA Instructional Program, Student Profile Forms, Student Response Tracking Sheet, HSPA SRA PAT Record of Copies, district policies and procedures regarding the SRA, SRA panel, student assessment data, and test security procedures. Each onsite verification should require no more than a day. To facilitate the onsite verification, districts should maintain a copy of all completed profiles with supporting documentation for one year.

SRA FOR SPECIAL POPULATIONS

Special Education (SE) Students

If the student's IEP states that the student is exempt from taking or exempt from passing the HSPA, then the student should not be placed in the SRA process.

In accordance with the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB), all students with disabilities must participate in state assessments. Students with disabilities who are in grade 11, (or age 18 if ungraded), must participate in the HSPA or the Alternate Proficiency Assessment (APA). The regulations state that each student with disabilities must take the general state assessment, which is the HSPA for eleventh graders (or age 18 if ungraded), unless the student has not been instructed in any of the knowledge and skills tested and cannot complete any of the types of tasks on the HSPA. The Individualized Education Program (IEP) team for each student determines which assessment the student will take for each content area addressed in accordance with N.J.A.C. 6A:14.

The IEP team must also determine if the student who is taking the HSPA in one or both content areas will be required to pass the HSPA in those content areas in order to graduate. If a student's IEP states that the student must pass the HSPA in one or more content areas in order to graduate, and the student does not pass the specified content areas in eleventh grade (or age 18 if ungraded), the student will participate in the SRA in grade 12. The IEP team may also determine that the student does not have to take the HSPA a second or third time while he or she is participating in the SRA if taking the HSPA again would be detrimental to the student (N.J.A.C. 6A:14-4.11[a]4).

Any modifications or accommodations of assessment administration procedures for students eligible for special education under IDEA or eligible under Section 504 of the Rehabilitation Act of 1973 must be specified in the student's IEP or 504 accommodation plan. Modifications or accommodations must be consistent with the instruction and assessment procedures used in the student's classroom. A listing of the permissible modifications and accommodations may be found in the New Jersey High School Proficiency Assessment Examiner Manual. If the student's IEP requires an accommodation or modification that is not listed in the Examiner Manual, please contact Peggy McDonald, Office of Special Education, at 609-292-3065 or peggy.mcdonald@doe.state.nj.us.

Students with disabilities who will participate in the SRA process and who attend private schools for the disabled or regional day schools will participate according to the options outlined below:

- If private schools for the disabled or regional day schools are **not** approved by the New Jersey Department of Education to administer the SRA, then the sending district will convene the SRA panel. The receiving school will provide remediation. Staff from the sending district will administer SRA tasks. The student profile will be submitted by the sending district to the office of the county superintendent where the student resides.

- If the private schools for the disabled or regional day schools are approved by the NJDOE to administer the SRA, then the sending district or the receiving school may convene the SRA panel. The panel must be comprised of two teachers who are New Jersey certified in the HSPA content area to be addressed by the student's SRA. A certified special education teacher, who is not necessarily certified in the content area, may sit on the panel, in addition to the content teachers, if determined appropriate by the school district.

For each student who will be taking the SRA, the panel must have access to the HSPA Individual Score Report (ISR). The ISR will be used by the panel to identify the clusters that will constitute each student's SRA.

SRA materials will be signed out by each private school for the disabled or regional school from the county office of education in which the school is located, regardless of the sending district of the student participating in the SRA. Each school must consult with the county education specialist regarding procedures for security and handling of materials.

When a student has completed the SRA, HSPA SRA Student Profile Form and an HSPA SRA School Summary Form must be submitted to the office of the county superintendent for the **county in which the student resides** by March 31 of each year for approval for graduation in June of the same year. Be sure to list both the student's sending district and the school which the student would attend if not receiving special education as well as the name of the approved private school for the disabled or regional day school attended by the student on each form.

An SRA student meets the graduation assessment requirement only when the sending district and the approved private school for the disabled or regional day school receive written approval from the county superintendent. The approval letter will be sent to the sending district and copied by the county superintendent to the approved private school for the disabled or regional day school.

English Language Learners (ELLs)

English Language Learners (ELLs) may demonstrate proficiency in required SRA content areas through completion of the SRA process in their native language, and/or in English with appropriate accommodations. (N.J.A.C. 6A:8-5.1[f]). If ELLs take the SRA PATs in their native language, then they must also meet the English fluency standard of 530 on the Maculaitis (MAC) II.

To be eligible for an SRA in his or her native language, an ELL must have scored below the state established cut-off score on the Idea Proficient Test (IPT), the Maculaitis Language Assessment Program (MAC II) or the Language Assessment Scales (LAS) and have either:

1. participated in a Bilingual, English as a Second Language, or English Language Services program for two consecutive years or less prior to the date on which the HSPA is to be administered;

OR

2. attended school in the United States for three consecutive years or less prior to the date on which the HSPA is to be administered.

If translated versions of the SRA PATs are not available, then the SRA PAT may be translated by certificated world language teachers, by certificated ESL teachers, by certificated bilingual teachers, by faculty from four-year colleges and universities or community colleges, or community members with four-year college degrees who are not related to the student. Another option may be for the school district to consider one of the translation services listed in Appendix H or any other reputable translation service.

The ESL or the Bilingual teacher assists the SRA panel in their evaluation and scoring of the student's PATs. If the ESL or the Bilingual is a certificated mathematics teacher, then they may also serve as one of the two individuals scoring the PATs.

The ESL or the Bilingual teacher may perform the following activities for translated SRA PATs:

- explain the process and clarify instructions;
- proctor to maintain the integrity of the assessment;
- score student responses to the LAL PATs;
- translate/interpret student responses to the English and/or reading content certified teachers on the student's SRA panel so they may score the student's responses; and
- translate/interpret student responses to the mathematics content certified teachers on the student's SRA panel so they may score the student's responses.


The ESL or the Bilingual teacher may perform the following activities with materials prepared in English:

- assist with the selection of the tasks to be administered;
- explain the process and clarify/translate the instructions;
- proctor to maintain the integrity of the assessment;
- assist the student in using a bilingual dictionary;
- translate/interpret student responses to the content experts if the student uses English materials but responds in the native language; and
- score student responses to the LAL PATs.

SRA student profiles for ELLs must be submitted to the county office by March 31 of each year, even if the English fluency standard of 530 has not been achieved on the Maculaitis II. However, school districts may not award a diploma until the student meets the English fluency standard and the county office has approved the profiles based on evidence submitted by the school district.

Please contact Ms. Raquel Sinai, Office of Specialized Populations, at 609-633-6889 or raquel.sinai@doe.state.nj.us if you have questions regarding the eligibility requirements for ELLs.

APPENDIX A INDIVIDUAL STUDENT REPORT (ISR)

New Jersey High School Proficiency Assessment Individual Student Report																																											
Test Date: MARCH 2003 County: 88 WOOD District: 7777 GOOD TOWN School: 666 PROFICIENCY HIGH	<div style="text-align: right;">  </div> <div style="display: flex; justify-content: space-between;"> <div> Date of Birth: 04/14/86 Sex: SE: Grade: 11 Out of District Placement: </div> <div> LEP: IEP Exempt From Passing: Title 1: </div> <div> Answer Folder No: 200044 District/School ID No: Retest: Print Date: 5/29/2003 </div> </div> <div style="margin-top: 20px;"> Student Name: LAMOR, JACOB HSPA ID No: 3594563874 </div>																																										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Content Area</th> <th style="width: 30%;">Your Scale Score</th> <th style="width: 40%;">Proficiency Level</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td style="text-align: center;">194</td> <td style="text-align: center;">PARTIALLY PROFICIENT</td> </tr> <tr> <td>Language Arts Literacy</td> <td style="text-align: center;">162</td> <td style="text-align: center;">PARTIALLY PROFICIENT</td> </tr> </tbody> </table>	Content Area	Your Scale Score	Proficiency Level	Mathematics	194	PARTIALLY PROFICIENT	Language Arts Literacy	162	PARTIALLY PROFICIENT																																	
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APPENDIX B

NJDOE SRA CONTACT LIST

Atlantic

DeEdwin Hursey
609-625-0004
609-625-6539 (fax)

Bergen

Gerry O'Connor
201-336-6891
201-336-6880 (fax)

Burlington

Joan Lake
Mike Ryan
609-265-5980
609-265-5932 (fax)

Camden

Chris Campisano
856-401-2411
856-401-2410 (fax)

Cape May

Marsanne Reid
609-465-1281
609-465-2094 (fax)

Cumberland

Janet Sfaelos
856-451-0211
856-455-9523 (fax)

Essex

Eileen Stovall
973-857-5700
973-395-4696 (fax)

Gloucester

Jo Weigelt
856-468-6500, ext. 6006
856-468-9115 (fax)

Hudson

Monica Tone
201-319-3850
201-319-3650 (fax)

Hunterdon

Chrys Harttraft
908-788-1414
908-788-1457 (fax)

Mercer

Vacant
609-588-5877
609-588-5849 (fax)

Middlesex

Susanne Miskiewicz
732-745-3422
732-296-0683 (fax)

Monmouth

Marie Gdula
732-431-7813
732-577-0679 (fax)

Morris

Doris Smith
973-285-8334
973-285-8341 (fax)

Ocean

Eddie Alvarez
732-929-2079
732-506-5336 (fax)

Passaic

Diane Mosley-Whitt
973-569-2110
973-754-0241 (fax)

Salem

Carol Mizrahi
856-935-7510, ext. 8430
856-935-6290 (fax)

Somerset

Beverly Hetrick
908-231-7171
908-722-6902 (fax)

Sussex

Diane Pittenger
973-579-0749
973-579-6476 (fax)

Union

Virginia East
908-654-9860, ext. 2223
908-654-9869 (fax)

Warren

Mary Jane Tanner
908-475-6327
908-475-6394 (fax)

Office of Evaluation and Assessment

Brian D. Robinson
Director
609-984-6311
brian.robinson@doe.state.nj.us

Timothy Peters
Manager
609-984-7761
timothy.peters@doe.state.nj.us

Faye Ball
SRA Coordinator
609-984-1970
609-984-4942 (fax)
faye.ball@doe.state.nj.us

APPENDIX C **HSPA SRA PATS RECORD OF COPIES**

County _____ District _____ School _____

Directions: Only the district SRA coordinator or designee may make copies of SRA PATs. All PATs and copies are secure assessment materials and must be kept in locked storage when not in use for assessment. Record the date when each copy is made, the name of the person making the copies, the name of the person receiving the copies, the subject (R=Reading, M=Mathematics, W=Writing); the PAT item number; the name of the student, and the date the copy is returned. Forward all copies of the PATs to the district SRA coordinator at the conclusion of the SRA process. This record must be maintained by the district SRA coordinator and may be examined during the onsite verification of the district's SRA procedures. The New Jersey Department of Education may request these records at any time during the school year.

Date of Copy	Copy Made by	Copy Rec'd by	Subject (R, M, W)	PAT Item Number	Student Name	Date Copy Returned

APPENDIX D NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some variety Generally correct 	<ul style="list-style-type: none"> Variety in syntax appropriate and effective Few errors 	<ul style="list-style-type: none"> Precision and/or sophistication Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

NON-SCORABLE RESPONSES	NR = No Response	Student wrote too little to allow a reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns Word choice/meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

© New Jersey Department of Education

APPENDIX E
HSPA SRA Student Profile Form
 (All available ISRs must be attached to this form.)

Secondary School Name _____		District Name _____		Date _____	
County/District/School Code _____					
Student's Last Name _____		First Name _____		MI _____	
HSPA ID #	_____	Date of Birth	_____	Sex	_____
		MAC II score		_____	
If ELL, Date Student Entered Bilingual/ESL Program _____		OR		Date Student Entered NJ Schools _____	

<u>Cluster Name</u>	<u>Date Successfully Completed/PAT Item Number</u>	<u>If the PAT(s) was in another language, list language below.</u>	<u>Each SRA PAT Score (Mean or Summed)</u>
Language Arts Literacy Reading:	_____ / _____	_____	_____
Language Arts Literacy Reading:	_____ / _____	_____	_____
Language Arts Literacy Writing:	_____ / _____	_____	_____
Language Arts Literacy Writing:	_____ / _____	_____	_____

Language Arts Literacy Panel

SRA Panel Member Recommendations: I hereby recommend the above-named student as having demonstrated proficiency of the required HSPA clusters.

<u>Name (Please Print)</u>	<u>Area of Certification</u>	<u>Signature</u>	<u>Date</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

APPENDIX E (con't) **HSPA SRA Student Profile Form**

<u>Cluster Name</u>	<u>Date Successfully Completed/PAT Item Number</u>	<u>If the PAT(s) was in another language, list language below.</u>	<u>Each SRA PAT Mean Score</u>
Mathematics Number Sense:	____/____	_____	_____
Mathematics Number Sense:	____/____	_____	_____
Mathematics Spatial Sense:	____/____	_____	_____
Mathematics Spatial Sense:	____/____	_____	_____
Mathematics Data Analysis:	____/____	_____	_____
Mathematics Data Analysis:	____/____	_____	_____
Mathematics Patterns:	____/____	_____	_____
Mathematics Patterns:	____/____	_____	_____

Mathematics Panel

SRA Panel Member Recommendations: I hereby recommend the above-named student as having demonstrated proficiency of the required HSPA clusters.

<u>Name (Please Print)</u>	<u>Area of Certification</u>	<u>Signature</u>	<u>Date</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

APPENDIX F

[illegible]

Directions: Complete this form for each content area. Attach a copy of the student's work for each PAT completed successfully to this form and file this completed tracking sheet(s) with the district's copy of the student's SRA Student Profile form.

Content (check one):	Language Arts Literacy	Mathematics
<input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics		

Performance Assessment Tasks

Cluster _____	PAT Item Number: _____	Date Administered _____
Scores Assigned to Student Response		
Reader #1 _____	Reader #2 _____	Non-Adjacent Reader #3 _____
		PAT Mean or Summed Score _____

Cluster _____	PAT Item Number: _____	Date Administered _____
Scores Assigned to Student Response		
Reader #1 _____	Reader #2 _____	Non-Adjacent Reader #3 _____
		PAT Mean or Summed Score _____

APPENDIX F (con't)
HSPA SRA STUDENT RESPONSE TRACKING SHEET

Cluster _____	PAT Item Number: _____	Date Administered _____
Scores Assigned to Student Response		
Reader #1 _____	Reader #2 _____	Non-Adjacent Reader #3 _____
		PAT Mean or Summed Score _____

Cluster _____	PAT Item Number: _____	Date Administered _____
Scores Assigned to Student Response		
Reader #1 _____	Reader #2 _____	Non-Adjacent Reader #3 _____
		PAT Mean or Summed Score _____

Cluster _____	PAT Item Number: _____	Date Administered _____
Scores Assigned to Student Response		
Reader #1 _____	Reader #2 _____	Non-Adjacent Reader #3 _____
		PAT Mean or Summed Score _____

Cluster _____	PAT Item Number: _____	Date Administered _____
Scores Assigned to Student Response		
Reader #1 _____	Reader #2 _____	Non-Adjacent Reader #3 _____
		PAT Mean or Summed Score _____

APPENDIX G **HSPA SRA SCHOOL SUMMARY FORM**

County Name _____	County Code	_ _
District Name _____	District Code	_ _ _ _
Secondary School Name _____	School Code	_ _ _

Directions: List the names in alphabetical order (last name first) and the HSPA ID# of each student who successfully completed the SRA process. Indicate “Y” for yes in the appropriate column if the student is special education (SE) or English Language Learner (ELL). If the SRA was conducted in a native language, indicate the language used. In the next column, record the student’s MAC II score. Then, place a “Y” for yes in the subject column(s) for which the student has successfully completed the SRA and has been qualified by the district as meeting the proficiency requirements of the HSPA. Attach additional copies as needed. Maintain a copy for your records and send the original, along with the completed HSPA SRA Student Profile Forms (Appendix E) to the county office by March 31 of each year.

<u>Student Name</u>	<u>HSPA ID#</u>	<u>SE</u>	<u>ELL</u>	<u>Native Language</u>	<u>MAC II Score</u>	<u>Language Arts Literacy</u>	<u>Mathematics</u>
_____	_____	—	—	—	_____	_____	_____
_____	_____	—	—	—	_____	_____	_____
_____	_____	—	—	—	_____	_____	_____
_____	_____	—	—	—	_____	_____	_____
_____	_____	—	—	—	_____	_____	_____
_____	_____	—	—	—	_____	_____	_____
_____	_____	—	—	—	_____	_____	_____
_____	_____	—	—	—	_____	_____	_____
_____	_____	—	—	—	_____	_____	_____

Totals: _____	<u>Leave Blank</u>	—	—	—	—
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APPENDIX G (con't) **HSPA SRA SCHOOL SUMMARY FORM**

District SRA Coordinator (Please Print)	_____	_____	Date
District SRA Coordinator Signature	_____	(____)	Telephone

PRINCIPAL AND SUPERINTENDENT CERTIFICATION OF CLUSTER PROFICIENCY AND COMPLIANCE WITH SRA GUIDELINES.

I hereby certify that the student(s) listed in this document has (have) demonstrated proficiency of the required HSPA clusters commensurate with the level required to be eligible for a New Jersey high school diploma. I hereby certify that the school district has complied with all New Jersey Department of Education policy and procedures for implementation of the SRA process, including notification of parents or guardians about the student's participation in the SRA process and the option to appeal the SRA certification decision.

Principal (Please Print)	_____	_____	Date
--------------------------	-------	-------	------

Principal Signature _____

Superintendent (Please Print)	_____	_____	Date
-------------------------------	-------	-------	------

Superintendent Signature _____

APPENDIX H

DIRECTORY OF TRANSLATION VENDORS

This directory is provided as a service to school districts in the event that they wish to have materials translated into another language. It does not imply an endorsement of any of the listed vendors, nor is it a complete list of vendors.

1-800-TRANSLATE
865 United Nations Plaza
New York, NY 10017
(800) 872-6752

ALS Translation and Interpreting
15 Maiden Lane
Suite 300
New York, NY 10038
(800) 788-0450

American Translations
225 Broadway
Room 1040
New York, NY 10007
(212) 227-8040

Foreign Language Institute
428 Winding Lane
Chalfont, PA 18914
(215) 563-3180

Language Services Associates
607 N. Easton Road
Building C2
Willow Grove, PA 19090
(800) 305-WORD

Lexicomm, International
501 Washington Lane
Suite 204
Jenkintown, PA 19046
(215) 989-5000

Text Translation and Interpreting
1518 Walnut Street
Philadelphia, PA 19102
(215) 772-1820

Para-Plus Translations, Inc.
430 Clements Bridge Road
Barrington, NJ 08007
(856) 547-3695
www.para-plus.com

APPENDIX I

HIGH SCHOOL PROFICIENCY ASSESSMENT MATHEMATICS REFERENCE SHEET

Use the information below, as needed, to answer questions on the Mathematics Section of the High School Proficiency Assessment.

$$\pi \approx 3.14 \text{ or } \frac{22}{7}$$

Circle

$$\text{Area} = \pi r^2$$

$$\text{Circumference} = 2\pi r$$



Rectangle

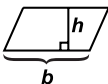
$$\text{Area} = lw$$

$$\text{Perimeter} = 2(l + w)$$



Parallelogram

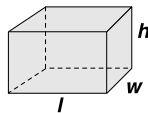
$$\text{Area} = bh$$



Rectangular Prism

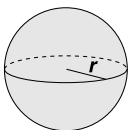
$$\text{Volume} = lwh$$

$$\text{Surface Area} = 2lw + 2wh + 2lh$$



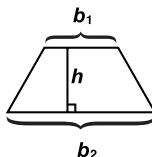
Sphere

$$\text{Volume} = \frac{4}{3}\pi r^3$$



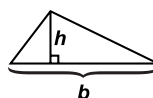
Trapezoid

$$\text{Area} = \frac{1}{2}(b_1 + b_2)h$$



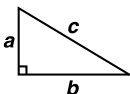
Triangle

$$\text{Area} = \frac{1}{2}bh$$



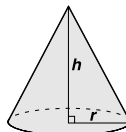
Pythagorean Formula

$$c^2 = a^2 + b^2$$



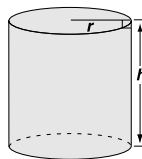
Cone

$$\text{Volume} = \frac{1}{3}\pi r^2 h$$



Cylinder

$$\text{Volume} = \pi r^2 h$$



Use the following equivalents for your calculations.

12 inches = 1 foot
3 feet = 1 yard
36 inches = 1 yard
5,280 feet = 1 mile
1,760 yards = 1 mile

100 centimeters = 1 meter
1000 meters = 1 kilometer

1000 milliliters (mL) = 1 liter (L)

60 seconds = 1 minute
60 minutes = 1 hour
24 hours = 1 day
7 days = 1 week
52 weeks = 1 year

1000 watt hours = 1 kilowatt hour

1000 milligrams = 1 gram
100 centigrams = 1 gram
10 grams = 1 dekagram
1000 grams = 1 kilogram

8 fluid ounces = 1 cup
2 cups = 1 pint
2 pints = 1 quart
4 quarts = 1 gallon

The sum of the measures of the interior angles of a triangle = 180°

The measure of a circle is 360° or 2π radians

Distance = rate * time Interest = principal * rate * time

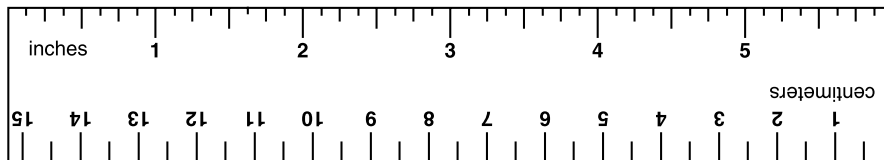
Compound Interest Formula: $A = p(1 + \frac{r}{k})^{kt}$

A = amount after t years; p = principal; r = annual interest rate; t = number of years;

k = number of times compounded per year

The number of combinations of n elements taken r at a time is given by $\frac{n!}{(n-r)!r!}$

The number of permutations of n elements taken r at a time is given by $\frac{n!}{(n-r)!}$



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